

Hello,

My name is Zack Youngblood and I teach AP World and Modern World History at a charter school in the LA area called Lennox Academy. Here are my comments of the 2nd draft of the History Framework.

1. I think the first section about the Early Modern Period is much better than the previous "Development of Western Thought." However, the Scientific Revolution seems a little misplaced with the Enlightenment considering it occurred roughly in the mid 14th and 15th centuries. I think the focus on divine right is definitely valid considering the Enlightenment challenges it, but is it possible to incorporate how most of world history's societies have been controlled typically by a centralized ruler in an organized bureaucracy. This is a theme I constantly teach in AP World before the Modern Era. When my AP students study the Enlightenment and the Revolutions, they see the changes and continuities in government more clearly than since they understand that a "monarchy" does not necessarily mean "one person rules," but rather there is a central source of authority but there are countless bureaucrats that function in the government. Having the students compare regional governments in an overview (as you mention in the framework) is great, especially if they focus on those key regions throughout the year (i.e. I focus much on India, so I teach my students the government of the Mughal Empire, allowing my students to see the changes and continuities of government leadership in India, as well as showing why the Hindu majority are more inclined to have their own nation-state in the mid 20th century considering they have not been the group in power for centuries.) This approach can allow teachers to make their study less Eurocentric in their content.
2. For the Democratic Revolutions section, the AP World History curriculum refers to them as the Atlantic Revolutions. The pro behind this title is that it shows the integration of the Atlantic Ocean and how earlier revolutions influence others. And while these revolutions did have the intention to become more democratic in their government, the outcome of the revolutions (particularly France with Napoleon and Haiti and Latin America with the military dictatorships that would follow after their face economic conflicts with the U.S. and Europe) are often not as "democratic" as we believe they are. Even the American Revolution is only considered democratic if you are a white, property-owning male initially.
3. I like the Industrial Revolutions section very much. My only suggestion would be to include the development of industrial-capitalism. This economic system is essential teaching how industrial production spreads throughout the West and why Imperialism becomes an outcome of the Industrial Revolutions. And this economic system, along with democracy, would be featured heavily when it is challenged by Soviet socialism in the Cold War and is the primarily economic system when studying globalization.
4. The Imperialism, you have a question focusing on how the colonized responded to Imperialism. I would just add how some people in the colonies would adapt to Western rule or culture as a way to benefit their status in their homeland. For example, the British in India spread many aspects of their culture, including sports like cricket. The Parsis of India, (the descendants of Persian Zoroastrians) played cricket as a way to better their business relationship with the British, allowing them to gain a higher economic status that is still visible today in modern India.
5. The inclusion of the Mexican Revolution can definitely be used as a response to Western Imperialism, in this case mostly by the U.S. I would just raise the question of could this be

moved in the unit after World War I so it could be compared with the socialist revolution in Russia.

6. I understand that the Russian Revolution occurs within the period of the First World War. I would suggest moving it to "The Effects of World War I" section so it allows teachers to compare its philosophies to fascism and to other socialist reforms in Mexico, China, and even the U.S. And it presents an interesting outlier when teaching about the global economic depression following WWI.

7. In the effects of the WWI, I would suggest including how the colonies of the West responses of imperialism. At this point, several nationalist movements are taking shape and demanding independence from their colonial masters. Some examples would India, China, and the beginnings of Pan-Africanism in African colonies.

8. Just a small suggestion for WWII. I might include how the allies firebombed Germany, causing Germany to suffer greatly in WWII, right behind Soviet Russia.

The last two sections focusing on globalization are nicely written. And the focus on religion, identity and reactions to globalization are a nice touch. I have three suggestions for this section.

9. I think you need to emphasize the creation of a "global culture." You mention how globalization has made new consumer trends, but it lacks direction. Teachers can definitely focus on the spread of American culture as a possible "global culture" and discuss the pros and cons of it (i.e. Coke, Disney, jeans, McDonalds). But there are examples of a global culture that are not American and show the integration of the world. I teach my students about Reggae music and how it is influenced from multiple cultures, technologies, political ideas, languages, and religions that show how its an example of globalization. Other examples could also be the Olympics or the World Cup.

10. While the framework mentions new technologies of globalization, it does not talk about the rise of population and the impact of the Green Revolution. The world population did not reach one billion until 1804 (almost 9,000 years after the beginning of human civilization) and did not reach 2 billion until 1927. But the world population accelerated to 7 billion in less than 100 years. This population growth needs to be emphasized and how it affects our impact on the environment. This topic can raise questions on sustainability, individual interaction with the environment, and our choices in consumption (food, energy, clothes, technology, etc.). Also, how technology in agricultural production has advanced significantly in the past few decades, but the question on whether we can feed the world with the population still increasing in size.

11. While the inclusion of terrorist reactions to globalization is solid, this can paint a bad image of the Islamic World, considering that not all Muslims are against western culture, democracy, or globalization. An example that could be included is the nations of Qatar (upcoming host of the World Cup) and UAE (specifically the city of Dubai) who have developed quickly in the past few centuries and have become new economic centers in the Middle East. In addition, the recent Arab Spring is an excellent contrast to the terrorist organizations, as people in Egypt, Syria, Iran, Libya, and Yemen protested oppressive regimes and demanded democratic change (and the use of globalized social medias show the impact of globalization). This paints a more complex image of the Middle East and the Islamic World.

And my last suggestion, which can be addressed throughout the framework, is the inclusion of gender history (particularly women history) in the narrative. While there are some instances of gender history in the framework, we should be conscience of how we approach gender history,

as now more than ever are we seeing the dangerous effects of gender inequality throughout the world.

Thank you for allowing me to give comments on the framework. Overall, this is a great improvement from the previous framework.

Sincerely,

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